

**STUDENT LEARNING
ASSESSMENT MODEL
2011-2012**

Student Learning Assessment Model



Student Learning Assessment Committee

2011-2012

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EXECUTIVE SUMMARY

INSTITUTIONAL PROFILE

Mesalands Community College was established as Tucumcari Area Vocational School (TAVS) under the Area Vocational School Act of New Mexico during the thirty-third Legislative Session of the State of New Mexico. In January 1979, an act of the Legislature authorized the establishment of an area vocational school in Tucumcari (Statutory Authority: Sections 21-17-1 through 21-17-17 NMSA 1978). The school was authorized to offer programs of vocational education leading to certificates and diplomas.

In November 1993, the institution was authorized by the New Mexico Commission on Higher Education to offer Associate of Applied Science degrees in Business Administration and Computer Information Systems.

In June 1994, the Commission on Higher Education authorized the College to offer the Associate of Applied Science degree for each of its technical/vocational programs. The degree programs were implemented in the fall semester of 1994.

In 1994, the Board of Trustees authorized Tucumcari Area Vocational School to begin doing business as Mesa Technical College in order to more accurately represent the institution to its varied constituents as a small community college.

In the fall semester of 1995, Mesa Technical College implemented a pre-collegiate studies program and expanded its course offerings in general education. In the spring semester 1996, the College began expanding its offerings via distance learning, including the Electronic Distance Education Network (EDEN), a cooperative effort of the universities of New Mexico, PBS and the Internet.

Also during spring semester 1996 the College developed programs in paleontology and geology. Mesalands Dinosaur Museum and Natural Science Laboratories were planned, based on a partnership that developed between the College and the community in recognizing, owning and promoting this region's rich heritage as one of the premier deposits of fossilized ancient life. The community continues to donate considerable time, energy and resources to the Museum for cataloging specimens and providing sites for further exploration. An outgrowth of planning for separate funding of the Museum resulted in the establishment of Mesa Technical College Foundation, Inc., for charitable, scientific, and educational purposes.

On July 1, 1996, Mesa Technical College came under the direction of a new president, Dr. Phillip Barry, who instituted a concerted effort in strategic planning – a prerequisite to addressing institutional challenges and implementing effective change. The College's new direction has manifested itself in significant changes, including the implementation of student learning assessment, institutional effectiveness, and curriculum development. The institution's mission and goals were reviewed and revised, appropriate to the new effort toward community college status.

The President also launched an intensive effort to earn accreditation from The Commission on Institutes of Higher Education of the North Central Association (NCA) of Colleges and Schools. Administration, faculty and staff set forth on a fast track to compress the two-year process normally needed to earn a site visit from NCA into a period of less than a year. In August 1997, these efforts were rewarded when NCA granted Mesa Technical College candidacy for accreditation. In August of 1999, Mesa was granted the status of initial accreditation by NCA, at which time the state allowed the College to begin offering the Associate of Arts degree. In September 2004, the College was granted 10 years of accreditation.

In the fall of 1998, the College launched a new inter-collegiate rodeo program in response to the desires of its students and the locale in which the College is situated. The success of this program led to the establishment of a livestock judging team in 2001.

With the College continuing to grow and mature, the College's name was changed to more adequately reflect its mission. On September 11, 2001, the Board of Trustees renamed the institution Mesalands Community College.

Mesalands Community College offers, as of September 2009, the Associate of Arts Degree with options in Business Administration, Education, Fine Arts/Bronze, Human Services, Liberal Arts, Natural Sciences, Physical Science and Pre-medical Arts. Also offered is the Associate of Applied Science Degree in Agri-Business, Animal Science, Automotive Technology, Business Administration, Business Office Technology, Computer Science, Diesel Technology, Farrier Science, Wind Energy Technology, and Public Administration. Several of these degree programs have options and many of the programs offer certificates.

The College has a broad range of academic and technical programs including four distinctive ones, Farrier Science, Fine Arts/Bronze, Natural Sciences, and the newest, Wind Energy Technology, that have attracted students from several states as well as foreign countries (i.e., Australia, Canada, Germany, and Israel).

During the fall 2009 semester, Mesalands Community College saw a student enrollment of 991 (592 FTE), with a student population of 48% female, and an

ethnic representation of 35% Hispanic, 3% Native American and, 2% African American. Mesalands is the only college within a 90 mile radius, providing opportunity for upward mobility through higher education to an area population of which only 1.8% currently hold an Associate's degree and 5.8% hold a Bachelor's degree or higher. Mesalands Community College, located in Tucumcari, New Mexico, is a small, public, two-year, rural community college serving approximately 6,000 residents, 51% of whom are of Hispanic origin.

In the fall of 2010, the North American Wind Research and Training Center, a 27,000 square foot building was dedicated.

In the spring of 2011 operations began in the new Wind Center.

MISSION STATEMENT

*Mesalands Community College is an institution of higher education that **promotes student learning** through quality education and services while fostering personal growth, leadership, and opportunity to a culturally diverse community.*

GOALS

The Goals of Mesalands Community College are to provide:

- ***An environment where learning is appreciated, encouraged, and assessed.***
- *Academic and technical programs for qualified individuals to enhance their lifelong educational opportunities with an emphasis in a general core base of knowledge.*
- *Accessible, multifaceted services to qualified participants*
- *Opportunities to develop leadership skills and achieve personal growth by valuing academic and social responsibility.*
- *Quality community service programs responding to the diverse needs of the region.*

FOUNDATIONS AND EVOLUTION OF ASSESSMENT INITIATIVE

INTRODUCTION

As explicitly stated in its Mission and its first goal, Mesalands Community College is committed to student learning. The institution realizes that excellence in learning can only be accomplished by vigorous assessment of student academic achievement that serves to improve learning, teaching, strategic planning, and institutional effectiveness.

The Board of Trustees, administration, faculty, and staff of Mesalands Community College are committed to excellence in learning, teaching, and their professional enhancement through the initiation of a comprehensive assessment plan. This plan is focused, practical, user-friendly, issues-oriented, and integral to the fabric of the College.

The diverse perceived benefits of an implemented assessment plan include:

- Enhancement of learning
- Enhancement of teaching
- Improvement of strategic planning
- Demonstration of institutional effectiveness to funding agencies
- Promotion of effective/efficient resource allocation

The College is committed to three basic tenets:

1. Assessment should start small and build incrementally on small successes.
2. Assessment should be cost effective and linked to budget planning.
3. Assessment processes should be routinely reviewed, improved, and re-reviewed.

DEVELOPMENT OF STUDENT LEARNING ASSESSMENT COMMITTEE

Assessment is seen by the College as a means of achieving institutional revitalization rather than an end in itself. Although there were diverse methods of assessment in place and in operation at Mesalands Community College, there was a perceived and obvious institutional need for an integrated approach and an overall plan for assessment. Therefore, in August of 1996, a Student Learning Assessment Committee was formed and charged with researching, developing, and implementing a comprehensive plan for the assessment of

student academic achievement. After significant interaction with the faculty and other members of the College community, and research and analysis of current literature, the committee produced a *Developmental Plan for Student Outcomes Assessment Model* in January 1997 and, subsequently, a *Student Outcomes Assessment Model* in October 1997. Since that time, the Assessment Committee has overseen the implementation of the *Model* and acted as a conduit for College feedback into the assessment process. In 2000, the *Model* was renamed the *Student Learning Assessment Model* to emphasize the fact that assessment was concerned with the whole learning experience and not just with outcomes. At this same time the Assessment Committee was renamed the Student Learning Assessment Committee to maintain continuity.

CONCEPTUAL FRAMEWORK

The Student Learning Assessment Committee initially considered several options for an overall conceptual model for the assessment of student academic achievement. After extensive research, the committee decided to recommend the usage of the Input-Environment-Outcome (I-E-O) Model as expounded by Alexander Astin in his book, *Assessment for Excellence* (1991), which is available in the Assessment Reserve Collection in the College Library.

This model emphasized the necessity of consideration of what the student brings to the course/program/institution, the environment of learning within the course/program/institution, and student outcomes. These three elements are interdependent, and assessment of student academic achievement cannot be worthwhile without consideration of all three. This plan involved a broad range of assessment measures, both direct and indirect, that were utilized at the classroom, program, and institutional level and at all stages of the student's academic progress.

In November, 2008, Mesalands Community College applied for and was accepted into the Higher Learning Commission Academy for Assessment of Student Learning as a means to address present and future assessment needs. Participation in the Academy was in lieu of completion of the 07/01/09 Progress Report on Student Learning Outcomes. Mesalands Community College made a four year commitment to develop and implement a sustainable plan to address the concerns identified by The Higher Learning Commissions' Accreditation Team. The College's Assessment Team (which was charged with facilitating this commitment) entitled this "Action Portfolio"/Student Learning Plan **Beyond the Basics: Reinventing Assessment at Mesalands Community College.**

During the fall 2009 semester (and as a result of its participation in the Academy for Assessment of Student Learning), the Student Learning Assessment Committee began implementation of a plan→do→study→adjust cycle of assessment in an attempt to improve the continuity of assessment from academic year to academic year. It is critical that faculty members at Mesalands

Community College meaningfully capture and document what they are teaching, what students are actually learning, and how this information is improving the teaching-learning relationship year after year.

The plan→do→study→adjust cycle of assessment process is comprised of four sequential steps and is as follows:

- 1) Plan
- 2) Do
- 3) Study
- 4) Adjust

Plan

The first (and most critical) step in assessing student learning is to identify the three to five most important knowledge, skills and professional dispositions a student should know/demonstrate once they complete the academic and/or technical program of study.

- Knowledge refers to what cognitive “book smarts” a student should possess.
- Skills refer to the students’ psychomotor abilities necessary to perform the required job duties. Skills refer to the students’ ability to physically manipulate some type of tool or instrument.
- Professional dispositions (i.e., behaviors and/or attitudes) deal with those soft skills required to be an employable worker.

Once it is determined what the students should learn, faculty must articulate these three to five knowledge, skills and professional dispositions as program objectives. Program objectives tell our customers (students, parents, employers and other stakeholders) the three to five major things a student will be able to do and know upon graduation. Not only are program objectives our “contract” with the stakeholders, they also drive what is taught in the classroom and how it is taught.

After identifying and documenting the program objectives, courses and course objectives are developed that support accomplishment of these program objectives. If a course or course objective does not support the learning outcomes identified in the three to five program objectives, consideration must be made as to whether or not that course or course objective should be part of the curriculum. It is critical that program objectives be well thought out since all aspects of the learning environment are based on these objectives. Every course objective stated in the program syllabi should support one or more of the program objectives.

Individual course lesson plans are then developed. Individual course lesson plans focus on addressing the stated course objectives. The stated course

objectives support one or more of the program objectives. Initially, this portion of the “plan” stage is the most time consuming portion of the plan→do→study→adjust cycle of student learning assessment.

The next focus of the “plan” stage should be to construct various measurement tools (written tests and exams, practical tests and exams, papers, surveys, etc.) that will accurately and fairly assess whether or not students are accomplishing the stated course and program objectives. It is a common mistake in education to use only one measure to identify whether or not students “know” the material. **Triangulation** refers to the use of three (3) different evaluation tools to determine whether or not a single program objective has been met. Having at least three different measures to assess the degree of achievement of a single program objective is much more valid and reliable than using only one or two measures. Although measurement tools need to be fair, they must also be discriminatory as to differentiate those students who are meeting the course and program objectives versus those who are not.

In summary, during the “plan” portion of the plan→do→study→adjust cycle:

- Document expected student learning outcomes (program objectives) based on input from shareholders.
- Align curriculum (course objectives and course lesson plans (including textbooks, homework assignments, tests and exams, teaching strategies, field trips, guest speakers, etc.)) with expected learning outcomes (program objectives).

Do

The “do” portion is the implementation portion of the plan→do→study→adjust cycle. This is where the “rubber meets the road.” In short, this is where the teaching, learning and evaluation of this teaching-learning relationship occur based on the course and program objectives.

Formative and summative assessments should occur frequently in the form of written tests and exams, practical tests and exams, papers, surveys, focus groups, classroom assessment techniques (CATs), etc. Formative assessments occur before and during the teaching/learning process while summative assessments occur at the end of the semester. Determine and implement measurement tools to verify what students have actually learned. A conscious effort needs to be made to determine how specific measurement tools assess certain course and program objectives so that the instructor can exactly pinpoint where students are meeting expectations and where improvements need to be made.

Study

The “study” portion of the plan→do→study→adjust cycle involves formally evaluating whether or not the course and program objectives have been accomplished to the level of the stated criterion. This is when faculty identifies strengths and weaknesses in the individual courses as they pertain to how well the learning that is occurring in the courses is supporting the accomplishment of the program objectives. Sometimes faculty will identify that a program objective was not accomplished to the satisfaction of the stated criterion based on the formative and/or summative assessment data. Faculty can then work backwards and identify what individual course or courses (and associated course objectives) may have contributed to the “problem” or assessment deficit. Although faculty may consider this a “problem” that certain program and course objectives were not met, this also allows faculty the opportunity to address the learning deficit and make adjustment(s) in future semesters to rectify the situation. Langford (1995) labeled this a “problemtunity”. In other words, the problem or noted deficit gives the instructor the opportunity to improve future teaching/learning. In short, this is an opportunity for the faculty member to improve the teaching-learning relationship that exists wherever and however the course is offered.

Adjust

Based on the assessment data, faculty will make (no more than two or three) adjustments to the curriculum with the goal of improving student learning so as to better meet the stated program objectives. This is faculty’s opportunity to focus on what is and what is not working in the program and then make changes based on the data. Changes to an academic and/or technical program must be data-driven. Once the faculty decides what specific changes s/he will make to improve student learning, a new or updated “plan” on how to implement those adjustments needs to be constructed. This may entail changing lesson plans, revisiting the different measurement tools to see if they are really measuring what you think they are measuring (called validity), etc.

Once the “plan” is in place, the faculty then implements this new plan via the “do” portion of the cycle. Formative and summative assessment data is again collected during the learning/teaching process and studied. “Study” of this information will lead to further adjustments to the curriculum. This plan→do→study→adjust cycle continues with the goal of continuous improvement of student academic achievement. The ability to make data-driven changes to improve student learning academic year after academic year is referred to as “closing the loop.” Assessment results are continuously used to drive positive change. Adjustments made to the program based on the yearly study of data keeps the process of improving student learning a living, breathing, ongoing process.

COMMITMENT TO ASSESSMENT

Assessment is embedded in the fabric of Mesalands Community College and this has been affirmed at all levels of the institution.

1. The Board of Trustees expressed its commitment by passing the following motion at their meeting of November 13, 1996:

[Mesalands Community College] is committed to the assessment of student academic achievement through diverse methods to facilitate improvement of teaching, learning and strategic planning. We support the development, design and implementation of a comprehensive assessment plan.

2. The President initiated the development of the assessment process and also hired a Director of Institutional Development whose responsibilities would include assessment. This individual has some responsibility for data gathering and data analysis.
3. The Vice President of Academic Affairs also has been instrumental in the evolving assessment process and is a member of the Student Learning Assessment Committee. The Vice President regularly provides time during Faculty Council meetings for discussion of assessment topics.
4. The faculty have been actively involved in the development of the assessment process through joint meetings of the Student Learning Assessment Committee and the Faculty Council. One such measure of faculty support for, and interest in, assessment is the participation of faculty in regional and national workshops and conferences focused on assessment.
5. Initiated a biannual faculty and staff training day devoted to all things assessment. This recurring event is referred to as "Assessment Day" and occurs during the fall and spring semesters.
6. Students are introduced to the assessment process early in their college experience during new student orientation and within the ACS 100 Student College Success class.

COMMITMENT TO EVOLUTION OF THE ASSESSMENT PROCESS

Mesalands Community College is committed to the premise that assessment initiatives must continually evolve for the process to flourish. Thus, the Student Learning Assessment Committee is constantly involved in a dialogue with all the constituencies of the College to stimulate feedback-driven changes. This process has led to continual incremental change, and refinement of assessment at all

levels of the institution with the long term goal of establishing a culture of assessment embedded in every aspect of the learning process.

Examples of changes instituted during the 2000-2001 academic year included:

1. At a joint meeting on October 20, 2000, the Criterion One/Mission Committee and the Student Learning Assessment Committee proposed changing the Mission statement of the College to reflect the emphasis that the institution places on student learning. The following changes to the Mission and Goals were proposed (with changed wording in **bold**), after dialog between the President's Cabinet, Student Learning Assessment Committee, Criterion One/Mission Committee, and the Institutional Effectiveness, Research and Planning Committee:

Mission Statement

*Mesalands Community College is an institution of higher education that **promotes student learning through** quality education and services while fostering personal growth, leadership, and opportunity to a culturally diverse community.*

Goals

[new]An environment where learning is appreciated, encouraged, and assessed.

Subsequently, these changes were accepted by the President's Cabinet and by the Board of Trustees in November 2000.

2. The model for assessment was significantly revised in the fall of 2000 to emphasize the feedback on changes in learning as a result of assessment as opposed to the collection of numerical data on assessment. Significantly, the Student Learning Assessment Committee changed the name of the *Model* from the *Student Outcomes Assessment Model* to the *Student Learning Assessment Model*. This reflected the committee's view that the word "outcomes" suggests an undue emphasis on product as opposed to process. Since assessment is involved with all aspects of the learning experience, the Student Learning Assessment Committee agreed that the word "learning" should be substituted in the name of the model.

Examples of changes instituted during the 2001-2002 academic year included:

1. An Assessment Day was added to the fall semester. All students graduating with a degree or having completed 60+ hours were required to sit for the

appropriate portion of the ACT Collegiate Assessment of Academic Proficiency.

2. The results of the CAAP tests began being tracked and distributed to student participants.

Examples of changes instituted during the 2002-2003 academic year included:

1. Development of a new reporting form for faculty to streamline the process of reporting changes made in learning and teaching as a result of assessment measures.
2. Development of institutional assessment priorities to guide the Student Learning Assessment Committee in its assessment initiatives and practices.
3. Greater emphasis placed on institutional level and program level assessment while building on a strong foundation of classroom level assessment.

Examples of changes instituted during the 2003-2004 academic year included:

1. Greater emphasis placed on student education of the assessment process and roles at the College.
2. Development of new institutional assessment priorities, goals, and objectives to guide the Student Learning Assessment Committee.

Examples of changes instituted during the 2004-2005 academic year included:

1. Development of general education goals and objectives that are used to assess prospective graduates' knowledge of general education.

The general education goals and objectives are as follows:

Communicate Effectively

1. Present ideas orally according to standard usage.
2. Present ideas in writing.
3. Demonstrate application of information technology.

Reason Scientifically and Quantitatively

4. Demonstrate mathematical principles.
5. Demonstrate scientific reasoning.
6. Apply scientific methods to the inquiry process.

Think Critically

7. Read and analyze complex ideas.
8. Locate, evaluate, and apply research information.
9. Evaluate and present well-reasoned arguments.

2. Faculty created rubrics used in assessing general education goals and objectives.

Example of change instituted during the 2005-2006 academic year include:

1. The Faculty Outcomes Assessment form was revised.

Examples of changes instituted during the 2006-2007 academic year included:

1. The committee continued to mentor adjunct faculty in assessing student learning. As with previous semesters, two-person teams were established to serve as mentors. Each team selected seven to eight adjunct faculty to mentor.
2. The major activity of the committee for the fall 2006 and spring 2007 semesters was to begin the process of devising rubrics to assess the program objectives for the A.A.S. degrees and for the certificate programs. Preliminary drafts of the rubrics were completed.

Members of the committee and other College administration and staff attended the annual New Mexico Higher Education Assessment and Retention Conference held in Albuquerque on February 22-23, 2007.

Examples changes instituted during the 2007-2008 academic year included:

1. The committee continued to mentor adjunct faculty in assessing student learning. As with previous semesters, two-person teams were established to serve as mentors. Each team selected seven to eight adjunct faculty to mentor.

2. Members of the committee and other College administration and staff attended the annual New Mexico Higher Education Assessment and Retention Conference held in Albuquerque on February 21-22, 2008.
3. The committee also continued to review the course objectives for new and revised classes.
4. Committee members, along with other faculty, participated in the College's Assessment Days when selected students completed the General Education Assessment (GEA) and Collegiate Assessment of Academic Proficiency Tests (CAAP).

Examples of changes instituted during the 2008-2009 academic year included:

1. Mesalands Community College was presented with (and accepted) the opportunity to participate in the Higher Learning Commission Academy for Assessment of Student Learning as a means to address present and future assessment needs. Participation in the Academy was in lieu of completion of the 07/01/09 Progress Report on Student Learning Outcomes. Mesalands Community College made a four year commitment to develop and implement a sustainable plan to address the concerns identified by The Higher Learning Commissions' Accreditation Team. The College's Assessment Team (which was charged with facilitating this commitment) entitled this "Action Portfolio"/Student Learning Plan **Beyond the Basics: Reinventing Assessment at Mesalands Community College.**
2. Development of a "Student Learning Assessment and Retention" link on the College's website. This link can be accessed by double clicking the "Faculty and Staff" tab and then double clicking the "Assessment" link on www.Mesalands.edu .
3. Program directors/lead faculty were identified for the following programs:
 - a. Animal Science
 - b. Automotive Technology
 - c. Business Administration
 - d. Business Office Technology
 - e. Building Trades
 - f. Diesel Technology
 - g. Early Childhood Education
 - h. Farrier Science
 - i. Fine Arts
 - j. Natural Sciences
 - k. Technical and Professional Writing
 - l. Wind Energy Technology

4. Revised the format of the Student Learning Assessment Program Report utilizing a plan→do→study→adjust cycle of assessment.
5. Revisited and, when necessary, rewrote program objectives of all applied science programs.
6. Initiated a biannual faculty and staff training day devoted to all things assessment. This recurring event is referred to as “Assessment Day” and occurs during the fall and spring semesters.

Examples of changes instituted during the 2009-2010 academic year included:

1. Additional program directors/lead faculty were identified for the following programs:
 - a. Associate of Applied Science – General Studies
 - b. Associate of Arts – Liberal Arts General Studies
 - c. Associate of Arts – University Studies
2. All program directors/lead faculty were required to perform curriculum mapping in order to identify where program level outcomes are taught. This information is included in the individual *Student Learning Assessment Program Reports*.
3. All program directors/lead faculty were required to identify multiple measurement tools and goal results to assess whether or not program objectives were accomplished to a predetermined level. This information is included in the individual *Student Learning Assessment Program Reports*.
4. All program directors/lead faculty were required to implement a plan→do→study→adjust cycle of assessment in order to determine how well program objectives were accomplished. This information is included in the individual *Student Learning Assessment Program Reports*.
5. All program directors/lead faculty were required implement a plan→do→study→adjust cycle of assessment in order to determine general education competencies attainment. This information is included in the individual *Student Learning Assessment Program Reports*.
6. All program directors/lead faculty were required to document their program assessment activities via a *Student Learning Assessment Program Report* as well as begin establishing assessment processes that are continuous and provide meaningful and useful information.
7. Development and distribution of the *Required Steps to Complete Assessment Responsibilities* document for all adjunct faculty.

8. The following general education competencies were rewritten and rubrics were developed:
 - a. Writing
 - b. Oral Presentation
 - c. Information Technology
9. Developed reporting rubric to collect data on attainment of general education competencies:
 - a. Writing
 - b. Oral Presentation
10. Implemented the “Writing Across the Curriculum” initiative which required all faculty (across all College educational sites and delivery methods) to assess writing general education competency utilizing College rubric.
11. Assessment plan for off-site learning was developed, submitted and initially approved by the Higher Learning Commission as part of the “Institutional Request for Change 2010” application.

Examples of changes instituted during the 2010-2011 academic year included:

1. Course syllabi format was evaluated and significantly modified for all College courses.
2. Course objectives for all College courses were reviewed and, when necessary, rewritten to be measurable (and include a performance, condition and criteria).
3. End of semester *MCC Faculty Outcomes Assessment Form* was rewritten in order to capture more meaningful/useful assessment results.
4. Additional program directors/lead faculty were identified for the following programs:
 - a. Pre-Nursing
 - b. Social Work
5. *Assessing Assessment Report* was implemented and presented to program directors/lead faculty regarding their assessment efforts as documented in their *Student Learning Assessment Program Report*.
6. Formal assessment-related training for adjunct faculty at off campus sites was initiated.
7. The following general education competency was rewritten and rubric developed:
 - a. Critical Thinking

8. Developed reporting rubric to collect data on attainment of general education competency:
 - a. Critical Thinking
9. Implemented a “General Education Competency Reporting Schedule” to assess general education competency attainment across all College educational sites and delivery methods.¹
10. Developed a capstone portfolio course (ENG 299) to capture College-wide general education competency attainment (required of all degree-seeking students beginning their course of study in the Fall of 2011).
11. All ENG 104 and MATH 110 courses were evaluated via embedded assessment in order to determine if the quality and quantity of learning was similar across different educational sites and delivery methods.

¹ Two (2) General Education Competencies are assessed and reported on each year with the goal of implementing and reviewing curricular adjustments to improve learning on a three year cycle.

<u>Report Year Assessed</u>	<u>Academic Cycle</u>	<u>General Education Competencies</u>
2009-2010	Summer 2009, Fall 2009, Spring 2010	Writing
2010-2011	Summer 2010, Fall 2010, Spring 2011	Oral Presentation and Critical Thinking
2011-2012	Summer 2011, Fall 2011, Spring 2012	Mathematical and Scientific Reasoning
2012-2013	Summer 2012, Fall 2012, Spring 2013	Writing and Informational Technology
2013-2014	Summer 2013, Fall 2013, Spring 2014	Oral Presentation and Critical Thinking
2014-2015	Summer 2014, Fall 2014, Spring 2015	Mathematical and Scientific Reasoning
2015-2016	Summer 2015, Fall 2015, Spring 2016	Writing and Informational Technology
2016-2017	Summer 2016, Fall 2016, Spring 2017	Oral Presentation and Critical Thinking

- General Education Competencies:
- Communication – Writing
 - Communication – Oral Presentation
 - Communication – Informational Technology
 - Critical Thinking
 - Scientific Reasoning
 - Mathematical Reasoning

A COMPREHENSIVE ASSESSMENT PLAN FOR MESALANDS COMMUNITY COLLEGE

ORGANIZATIONAL STRUCTURE

Responsibility

The student learning assessment process at Mesalands Community College is supervised and administered by the Student Learning Assessment Committee. However, the individual ultimately responsible for the process is the Vice President of Academic Affairs, who is the Chief Academic Officer of the College. The Vice President is a member of the Student Learning Assessment Committee and of the President's Cabinet.

STUDENT LEARNING ASSESSMENT COMMITTEE

Committee Structure

The Student Learning Assessment Committee exists as a standing committee of the College. The committee is charged with planning for and overseeing the implementation of institution-wide assessment of student academic achievement.

The committee is composed of seven voting members including the Vice President of Academic Affairs, three full-time faculty, two adjunct faculty/professional staff, and one student member. The committee meets once a month or as needed. Its meetings are open to the College community and minutes are prepared, approved, and made available to interested parties. Members of the College community are encouraged to attend meetings.

Committee Purpose

The committee is charged with entering into an ongoing dialog with the College community about the assessment of student academic achievement. As a result of this dialog, the committee designs a plan for the assessment of student academic achievement at the institution and oversees the implementation and continuous re-evaluation of this plan.

Committee Objectives

The Student Learning Assessment Committee has four explicit objectives:

Objective 1 Enhance the knowledge of the faculty at Mesalands Community College about the assessment of student learning by conducting meetings and workshops, distributing materials, and by providing

resources (e.g., Assessment Reserve Collection in the Library). All faculty will receive a copy of *Student Learning Assessment Guide for Faculty* by the first week of classes. The Student Learning Assessment Committee will have at least one joint meeting with the Faculty Council every semester.

- Objective 2 Spearhead the development of assessment at the College by producing, if needed, by August each year, a revised *Guide*.
- Objective 3 Facilitate and implement the development of feedback loops and information dissemination about assessment at the College by:
- a. producing an annual report by October of each year
 - b. providing all faculty with copies of *Student Learning Assessment Guide for Faculty* each academic year
 - c. having at least one joint meeting with the Faculty Council every fall and spring semester
 - d. providing all adjunct and new faculty with assessment-related training and an assessment mentor
 - e. presenting information on assessment at every new student orientation and in each section of ACS 100 Student College Success, including delivery of the brochure *Student Guide to Learning Assessment*
 - f. conducting a semiannual Assessment Day to be held every fall and spring semester. The biannual Assessment Day is a joint meeting between the committee and all full-time faculty used to discuss, update, and refine the assessment practices at the College.
- Objective 4 Oversee the implementation of the *Student Learning Assessment Model* and *Student Learning Assessment Guide for Faculty* so that faculty and staff will provide all the documents and reports specified in the *Model and Guide* within one week of the stated deadline.

INSTITUTIONAL FOCUS ON STUDENT LEARNING ASSESSMENT 2011-2012

As stated previously, Mesalands Community College was presented with (and accepted) the opportunity to participate in the Higher Learning Commission Academy for Assessment of Student Learning as a means to address present and future assessment needs. Participation in the Academy was in lieu of completion of the 07/01/09 Progress Report on Student Learning Outcomes. Mesalands Community College made a four-year commitment to develop and implement a sustainable plan to address the concerns identified by The Higher Learning Commission's Accreditation Team. The College's Student Learning Assessment Committee (which is now charged with facilitating this commitment) entitled this "Action Portfolio"/Student Learning Plan **Beyond the Basics: Reinventing Assessment at Mesalands Community College**. A semi-annual report is submitted to the Board of Trustees documenting the Student Learning Assessment Committee's "Action Portfolio" activities.

Student learning assessment is a living, breathing process that will mature and change as the College identifies the most effective and efficient methods of understanding, confirming and improving student learning. The goals and objectives associated with this process are specific, measurable, attainable and relevant to those areas identified by the Higher Learning Commissions' Accreditation Team during their Comprehensive Evaluation visit to Mesalands Community College.

Priorities	Goals	Objectives	Responsible Individual(s)
<p>Continue assessment-related changes based on the Higher Learning Commission's Academy for Assessment of Student Learning Action Portfolio/Student Learning Plan</p> <p>Beyond the Basics: Reinventing Assessment at Mesalands Community College.</p>	<p>Complete "Year Four" (2011-2012) of the Higher Learning Commission's Academy for Assessment of Student Learning.</p>	<ol style="list-style-type: none"> 1. Revisit and, if necessary, rewrite Mathematical Reasoning and Scientific Reasoning general education competencies and associated rubrics. 2. Fully implement the General Education Competency Reporting Schedule across all delivery sites and delivery modes. See footnote #1. 3. Implement ENG 299: Portfolio Capstone Course to capture general education competency attainment of students prior to graduating with a degree 4. Establish embedded assessment process in order to determine if the quality and quantity of student learning is similar across different educational sites and delivery methods. 5. Improve quality of Student Learning Assessment Program Reports as measure by the Student Learning Assessment Program Report Evaluation Rubric . 6. Activate links on the "Learning Assessment and Retention" website. 	<p>Student Learning Assessment Committee.</p> <p>Student Learning Assessment Committee and full-time and adjunct faculty.</p> <p>Student Learning Assessment Committee.</p> <p>Student Learning Assessment Committee.</p> <p>Student Learning Assessment Committee and Program Directors/Lead Faculty</p> <p>Student Learning Assessment Committee and Coordinator of Institutional Computing.</p>

STUDENT LEARNING ASSESSMENT DATA COLLECTION

The Student Learning Assessment Committee is responsible for collecting and disseminating information about assessment. The Student Learning Assessment Committee realizes that program directors, full-time-faculty and adjunct faculty are the experts when it comes to evaluating assessment results and making adjustments to the curriculum based on those results. To that end, the Student Learning Assessment Committee assists in the interpretation of assessment data. Program directors and lead faculty are charged with implementing a plan→do→study→adjust cycle of program assessment. As previously stated, this includes interpreting the data and making changes to the curriculum based

on that data. Program directors and lead faculty create an annual *Student Learning Assessment Program Report* similar to that presented in Appendix A. The *Student Learning Assessment Program Report* format can and should be modified to better suit the needs of the different programs.

Data are provided by individual faculty at the course level using the MCC Faculty Outcomes Assessment Narrative Form (Appendix B). The form is available to faculty electronically so that each faculty member will be able to efficiently submit the form for each class that is being assessed. These forms report activities of student learning assessment completed by faculty at the course-level.

The *Student Learning Assessment Guide for Faculty* specifically outlines the steps required of all faculty as it relates to the assessment of student learning.

Additional information on student learning assessment is provided by the Director of Institutional Research and Development, Director of the Educational Services Center, and by ACT.

STUDENT LEARNING ASSESSMENT DATA DISSEMINATION

The Student Learning Assessment Committee has nine regular avenues for disseminating information:

1. Every October the committee produces an annual report on assessment from the previous academic year that is forwarded through the Vice President of Academic Affairs to the President's Cabinet. After approval by the Cabinet, the annual report is distributed to individual faculty. Starting in the fall of 2001, a copy has been retained in the Assessment Resource Collection in the College Library. Interested individuals may obtain copies from the Student Learning Assessment Committee.
2. The Student Learning Assessment Committee has at least one joint meeting with the Faculty Council during the fall and spring semesters.
3. Each year, all full-time and adjunct faculty are provided with a copy of the *Student Learning Assessment Model* by the committee.
4. Each year, all faculty (full-time and adjunct) are provided with a copy of the *Student Learning Assessment Guide for Faculty* (a detailed outline of the assessment procedures and requirements of all faculty teaching for the College).
5. Each year, assessment related training occurs for adjunct faculty teaching at off-campus sites.

6. Each semester, adjunct faculty and new full-time faculty are provided with a mentor from the Student Learning Assessment Committee. Assessment mentor training was established fall 2002.
7. A presentation on assessment is made during every new student orientation and in each section of ACS 100 Student College Success.
8. All new students are provided a copy of the *Student Guide to Learning Assessment* brochure. This brochure is also included on the Student Learning Assessment and Retention link of the College web site.
9. On December 12, 2008, the Student Learning Assessment Committee initiated a biannual Assessment Day to be held every fall and spring semester. The biannual Assessment Day is a joint meeting between the committee and all full-time faculty used to discuss, update, and refine the assessment practices at the College.

STUDENT LEARNING ASSESSMENT FEEDBACK LOOPS

It is paramount to the success of the assessment process that there are both feedback loops and incentives for faculty to participate. The Student Learning Assessment Committee provides a number of documents that facilitate feedback loops:

1. Annual October report on the progress of assessment during the academic year. The annual report of the Student Learning Assessment Committee is presented by the Vice President of Academic Affairs (a member of the committee) to the President, who forwards it to the Board of Trustees, which then reviews it at one of their regular public meetings.
2. A Student Learning Assessment Program Report Evaluation Rubric to assess assessment at the College. (Appendix C). The results of this assessment are presented to the faculty in August of each year.

Please see Appendix D for History of Data Dissemination and Feedback Loops.

ASSESSMENT EMBEDDED THROUGHOUT THE INSTITUTION

Mesalands Community College realizes that meaningful and effective assessment must be pervasive throughout the institution; therefore, assessment is embedded at each of the three levels of the College: institutional, program, and classroom. Multiple assessment measures are used to assess student learning at each of these three levels. The *Student Learning Assessment Guide for Faculty* outlines the assessment process at the College. This guide is updated yearly and provided to all full-time and adjunct faculty in August of each year. The following summarizes those assessment activities that occur across the College and ensure that the quality of a Mesalands education is the same regardless of the educational site and/or mode of delivery, e.g., traditional classroom, internet, podcast, webcast/DVD/VHS, directed study, etc.

Classroom Level Assessment

1. Specific general education competencies are assessed in every course and reported on each year with the goal of implementing and reviewing curricular adjustments to improve learning on a three year cycle:

Report Year	Academic Cycle	General Education Competencies* Assessed
2016-2017	Summer 2016, Fall 2016, Spring 2017	Oral Presentation and Critical Thinking
2015-2016	Summer 2015, Fall 2015, Spring 2016	Writing
2014-2015	Summer 2014, Fall 2014, Spring 2015	Mathematical or Scientific Reasoning and Informational Technology
2013-2014	Summer 2013, Fall 2013, Spring 2014	Oral Presentation and Critical Thinking
2012-2013	Summer 2012, Fall 2012, Spring 2013	Writing
2011-2012	Summer 2011, Fall 2011, Spring 2012	Mathematical or Scientific Reasoning and Informational Technology
2010-2011	Summer 2010, Fall 2010, Spring 2011	Oral Presentation and Critical Thinking
2009-2010	Summer 2009, Fall 2009, Spring 2010	Writing

*General Education Competencies:

- Communication – Writing
- Communication – Oral Presentation
- Communication – Information Technology
- Critical Thinking
- Scientific Reasoning
- Mathematical Reasoning

2. Identical embedded assessment tools are used to determine whether or not the quality and quantity of learning is the same regardless of the educational site and/or mode of delivery, e.g., traditional classroom, internet, podcast, webcast/DVD/VHS, directed study, for a given class. In other words, the same assessment tool is used to evaluate learning outcomes in ENG 104: English Composition and Research whether it is being taught at main campus

in Tucumcari or Moriarty High School dual enrollment. Determination of what courses will be evaluated with embedded assessment will be made on a semester by semester basis. Specific courses offered at numerous sites and across various delivery methods during each semester will be identified and assessed. For example, ENG 104 and MATH 110 were the focus of embedded assessment during the Spring 2011 semester since they were both offered at numerous sites and via numerous delivery methods.

Off-campus programming assessment outcomes will be reported both separately (based on delivery method and educational site) and as part of the overall College results in the *Student Learning Assessment Committee's Annual Report*.

3. All College faculty are required to qualitatively report on their course-level student learning assessment activities on a semester-by-semester basis using the *MCC Faculty Outcomes Assessment Narrative Form* (see Appendix B).
4. All faculty are encouraged to utilize various classroom assessment techniques (CATs) identified by Angelo and Cross (1993) to informally assess whether or not students are comprehending the presented material and make modifications to their courses based on that information.
5. All faculty are required to submit, if they have not previously done so, course syllabi for courses they are teaching during the upcoming semester. Faculty are encouraged to review the course objectives for relevancy as well as establish measureable objectives that reflect a performance, condition and criterion.

Program Level Assessment

1. College programs (degree and certificate) have identified measurable program objectives that are revised as needed. Clearly defined program objectives reflect those knowledge, skills and professional dispositions valued by workplace employers and other interested parties.
2. Degree programs also assess general education competency attainment using rubrics. General education competencies reflect those competencies that students will possess and demonstrate upon graduation. These competencies represent the most deeply held values of the College driving the teaching-learning relationship inherent at Mesalands.
3. Two programs (Building Trades and Farrier Science) utilize industry standard examinations.

4. By June 1 of each year, the program director or lead faculty of each program will submit a *Student Learning Assessment Program Report* utilizing a plan→do→study→adjust cycle of assessment. These reports document both student general education competency and program objective attainment.

Institutional Level Assessment - Instructional

1. The principal institutional-level assessment measures are the Computer-Adaptive Placement Assessment and Support System (COMPASS) and the ACT Collegiate Assessment of Academic Proficiency (CAAP) tests. These tests provide pre- and post-test information on student learning at the institutional level in the areas of English, math and reading.
2. General Education competency attainment is also assessed during a student's last semester while enrolled in the ENG 299: Capstone Portfolio Course.
3. Additional information is obtained from attitudinal surveys (i.e., Student Opinion Survey). Data from these sources are analyzed by the Director of Institutional Research and Development.

Institutional Level Assessment - Administrative

The Vice President of Academic Affairs, who is a member of the Student Learning Assessment Committee, is in charge of the budget planning process and is a member of the President's Cabinet. Thus, the opinions, desires, and needs of the committee can be communicated directly to the highest levels of decision making and strategic planning at the College. Assessment has its own line item in the College's budget to provide for testing, educational materials, travel to meetings, and other expenses thereby demonstrating the commitment of the College to the assessment process.

In addition, the College created a position in 1998 for a Director of Institutional Research and Development whose responsibilities include assessment, research, and planning. This individual is responsible for all data gathering and data analysis at the College, including that of assessment. The Director provides for smooth integration of institutional effectiveness, assessment, and planning at the College.

ASSESSMENT MEASURES AND STUDENT ACADEMIC PROGRESS

Not only is assessment embedded throughout the structure of the College at the institutional, program and course level as previously stated, it is additionally enmeshed at other stages of the student's learning experience at the College.

Assessment: Prior to Registration

The Educational Services Center oversees a comprehensive Success Assessment of incoming students. The College requires all students who are in a degree program or anyone wishing to take an English or math class to take the ACT Computer-Adaptive Placement Assessment and Support System (COMPASS) test. This test is administered by the staff of the Educational Services Center and is used to place students in requisite English, math, and reading courses.

The Test of Adult Basic Education (TABE) is required for students who have not completed a high school diploma or GED. This test is also administered by the Educational Services Center and students are subsequently counseled by Student Services staff.

Mesalands Community College ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT PRIOR TO REGISTRATION				
ASSESSMENT TOOLS	TARGET POPULATION	DISTRIBUTION OF RESULTS	USE OF RESULTS	RESPONSIBILITY
ACT COMPASS	All students in degree programs, and all students taking core English or math	Student Services, faculty advisers	Placement in English, math, and reading classes	Director of Educational Services Center
Test of Adult Basic Education (TABE)	Required for students who do not have a high school diploma or GED	Student Services, faculty advisers	Placement in technical classes	Director of Educational Services Center

Assessment: End of Semester

The Withdrawing/Non-Returning Student Survey is given to all students who leave the College prior to earning a certificate or a degree. Data from this survey are reviewed by the Director of Institutional Research and Development. However, it is clear that many students do not complete the survey and, if they do, their opinions may be colored by feelings of lack of success and dissatisfaction. This survey had produced a small number of responses in prior years and so, since 1998, this survey is sent to students who are transferring to other institutions directly after graduation. Thus, this survey will overlap with the

Alumni Survey, but it will differ in that it will sample responses of recent attendees, whereas the Alumni Survey samples a broad range of graduates.

Mesalands Community College ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT END OF SEMESTER				
ASSESSMENT TOOL	TARGET POPULATION	DISTRIBUTION OF RESULTS	USE OF RESULTS	RESPONSIBILITY
TABE or approved common test as pre-/post-test in pre-collegiate classes	All current students in pre-collegiate courses	Director of Educational Services Center, pre-collegiate faculty	To determine effects of instruction and foster continuous improvement in student learning	Individual faculty teaching pre-collegiate classes
Withdrawing/ Non-Returning Student Survey	Students who leave during the semester or who do not return next semester and those who transfer to another institution	Within Student Services and Instructional Services	To assess completion of student goals	Director of Institutional Development

Assessment at End of Program

Two institutional-level assessment measures are utilized at the conclusion of students' tenure at the College:

1. The ACT Collegiate Assessment of Academic Proficiency (CAAP) test(s) is required of all students receiving a degree, or those who have completed 60 credit hours in the semester when the CAAP is offered. Students who have not completed basic English (ENG 102), Math (MATH 110), or a laboratory science (any four-credit science class), do not take the relevant portions of the CAAP tests. The CAAP tests are given on a specifically designated Institutional Assessment Day, during the fall and spring semesters.
2. ENG 299: Capstone Portfolio Course is required of all degree students enrolled in their last semester prior to graduation. The capstone course utilizes the College's rubrics to assess general education competency (communication, critical thinking, scientific and mathematical reasoning) using student artifacts. A portfolio reflecting best practices is submitted to a faculty committee for review and evaluation. This course must be completed during the student's last semester prior to graduation.

**Mesalands Community College
ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT
END OF PROGRAM**

ASSESSMENT TOOL	TARGET POPULATION	DISTRIBUTION OF RESULTS	USE OF RESULTS	RESPONSIBILITY
ACT CAAP	All students completing 60 credit hours	Within Student Affairs and Academic Affairs	Assess student learning and development	Student Learning Assessment Committee
ENG 299	Last semester prior to graduation	Academic Affairs	General Education Competency attainment	Faculty and Student Learning Assessment Committee

Assessment after Graduation

The Institutional Effectiveness Committee conducts an annual Alumni Survey that provides qualitative data on the success of various aspects of student learning (cooperation and cooperative working). The results of this survey are analyzed and utilized by the Student Learning Assessment Committee.

Mesalands Community College ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT AFTER GRADUATION				
ASSESSMENT TOOL	TARGET POPULATION	DISTRIBUTION OF RESULTS	USE OF RESULTS	RESPONSIBILITY
Alumni Survey	All College graduates	Student Services, Instructional Services	Gauge student's assessment of learning experience	Director of Institutional Research and Development

Other Assessment Measures

Other assessment measures are utilized by the College on timeframes independent of the academic progress of individual students. Thus, the Student Opinion Survey is implemented in the spring semester of even years and given to second year students by the Director of Institutional Development. This provides qualitative data on students' opinions of student learning.

Academic Program Review is carried out every year for two programs or disciplines. Revision of the manual for this process in fall of 1998 added a significant component of assessment.

Mesalands Community College ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT PERIODICALLY				
ASSESSMENT TOOLS	TARGET POPULATION	DISTRIBUTION OF RESULTS	USE OF RESULTS	RESPONSIBILITY
ACT Student Opinion Survey	Sample of second year students	Instructional and Student Services, President's Cabinet	Assess attitudinal aspects of students' responses to learning	Director of Institutional Research and Development
Academic Program Review	All programs on a rotating basis	Faculty, Board of Trustees, President's Cabinet, Advisory Committees	For stimulating changes in assessment process at the program level	Vice President of Academic Affairs

SYNTHESIZED ASSESSMENT MODEL FOR A LEARNING-CENTERED INSTITUTION

Mesalands Community College has a meaningful and pervasive assessment process that is instilled into the institution. Fourteen defining characteristics demonstrate the effectiveness of assessment at the College:

1. **Commitment** to assessment is demonstrated by many factors, including a Board of Trustees statement in support of assessment and the establishment of the Student Learning Assessment Committee.
2. Committee as a **standing committee of the College**.
3. Establishment and maintenance of a **budget line item** for assessment.
4. Mesalands Community College has numerous **explicit expressions** of its commitment to assessment including sections in each revision of the College Catalog, Faculty Handbook, Student Learning Assessment and Retention link on the College web page and Student Handbook.
5. The College utilizes **multiple measures** of assessment, including direct and indirect measures of learning.
6. Assessment is implemented at the classroom, program, and institutional levels – in fact, there is **assessment at all institutional levels**.
7. There is **assessment at all academic stages** of the student's advancement.
8. **Measurable** program and course **objectives** are in place for every course and program taught at the College
9. Numerous methods of **feedback** are a part of the assessment process at the College.
10. **Incentives** are in place to encourage faculty to buy into assessment.
11. **Data dissemination** is a major goal of the Student Learning Assessment Committee and is accomplished through vehicles such as Annual Assessment Report.
12. **Continuous progress** in the assessment process is demonstrated by the numerous refinements that have been adopted since 1997.
13. The Student Learning Assessment Committee is dedicated to **continuous refinement** of the assessment process not just through annual reviews of the *Model*, but also through changes to forms and procedures almost every semester as documented in the Annual Report of the Assessment Committee.
14. **Change as a result of assessment by closing the loop** via the plan→do→study→adjust cycle of assessment is central to successful

programs and is demonstrated at the College within the Student Learning Assessment Program Report and the Student Learning Assessment Committee Annual Report.

THE NEVER-ENDING STORY: ONGOING ASSESSMENT AT MESALANDS COMMUNITY COLLEGE

Assessment is not a terminal endeavor; the plan→do→study→adjust cycle of assessment is a continuous process. The College is dedicated to assessing and improving student learning year after year. Assessment results are continuously used to drive positive change. This involves “closing the loop: and requires that the assessment of student learning be a living, breathing, ongoing process.

The College also believes that the *Student Learning Assessment Model* will require evaluation on an ongoing basis. There is no universal template for the assessment of student academic achievement. Each institution must create its own assessment process that should evolve with the needs and expectations of that institution. Assessment is an ongoing journey as we adapt, improve, and strive to create a learner-centered institution.

APPENDICES

APPENDIX A

STUDENT LEARNING ASSESSMENT PROGRAM REPORT

STUDENT LEARNING ASSESSMENT PROGRAM REPORT EARLY CHILDHOOD EDUCATION 2011-2012

What early childhood professionals know and do can significantly influence children's development, learning, and success in school. Since the period of early childhood spans the first eight years of a child's life, these early care and education professionals are being prepared to work in varied settings that include child care centers, family child care homes, Head Start, early intervention programs, public and private schools through third grade, preschools, and family support programs. Professionals may refer to themselves as teachers, educational assistants, assistant teachers, teacher aides, caregivers, or providers. In the final analysis, they all teach and they all provide care.

Program Objectives

Upon completion of the Early Childhood Education Associate Degree Program:

1. The student will incorporate understanding of developmental stages, processes, and theories of growth, development, and learning into developmentally appropriate practice.
2. The student will demonstrate knowledge of relevant content for young children and developmentally appropriate ways of integrating content into teaching and learning experiences for children from birth through age eight.
3. The student will demonstrate effective written and oral communication skills when working with children, families, and early care, education, and family support professionals.

General Education Competencies

Upon completion of the Early Childhood Education Associate Degree Program and in addition to the above mentioned program objectives:

1. Students will read, write, listen and use verbal skills to organize and communicate information and ideas in personal and group settings (Communication).
2. Students will demonstrate mathematical principles and scientific reasoning by applying appropriate methods to the inquiry process (Mathematical and Scientific Reasoning).

- Students will identify, evaluate and analyze evidence to guide decision making and communicate his/her beliefs clearly and accurately (Critical Thinking).

Overview

The Early Childhood Education assessment plan is in its third year and is addressed via the plan→do→study→adjust cycle that begins every fall semester and follows one Early Childhood cohort from first semester through graduation.

Program Objectives Assessment Plan

All program objectives are measured with multiple tools. The following **Curriculum Map** outlines those measurement tools and courses in which the program objectives are presented and/or measured:

Program Objective	Measurement Tools	Courses In Which Program Objectives Are Presented and/or Measured
1. The student will incorporate understanding of developmental stages, processes, and theories of growth, development, and learning into developmentally appropriate practice.	<ul style="list-style-type: none"> •CAT •Pre/Post-Test •Course Projects •Written Tests over Course Content 	<ul style="list-style-type: none"> •ECE 103 •ECE 104 •ECE 106 •ECE 107 •ECE 109 •ECE 111 •ECE 112 •ECE 113 •ECE 114 •ECE 115 •ECE 265
2. The student will demonstrate knowledge of relevant content for young children and developmentally appropriate ways of integrating content into teaching and learning experiences for children from birth through age eight.	<ul style="list-style-type: none"> •Written Tests over Course Content •CAT •Pre/Post-Test •Course Projects 	<ul style="list-style-type: none"> •ECE 103 •ECE 104 •ECE 106 •ECE 107 •ECE 109 •ECE 111 •ECE 112 •ECE 113 •ECE 114 •ECE 115 •ECE 265

<p>3. The student will demonstrate effective written and oral communication skills when working with children, families, early care, education, and family support professionals.</p>	<ul style="list-style-type: none"> •Written Tests Over Course Content •Oral and Written Projects •GEA •CAAP 	<ul style="list-style-type: none"> •ECE 103 •ECE 104 •ECE 106 •ECE 107 •ECE 109 •ECE 111 •ECE 112 •ECE 113 •ECE 114 •ECE 115 •ECE 265
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Program Objective Results

This section presents the results of those measurement tools identified in the second column above.

Measurement Tool: Course Project
Program Objectives: 1,2,3
Goal: 70% Pass Rate

Course Project 2009-2010				
Course	Project	# of Students Attempting	# Passing	% Passing
ECE 103	Paper	10	10	100%(Mean=91%)
ECE 104	Paper	15	12	80%(Mean=68%)
ECE 106	Interview	3	3	100%(Mean=93%)
ECE 107	Assessment	17	15	88%(Mean=77%)
ECE 109	Teaching	13	12	92% (Mean=86%)
ECE 111	Teaching	13	13	100%(Mean=86%)
ECE 112	Practicum	13	12	92%(Mean=87%)
ECE 113	Paper	2	2	100%(Mean=91%)
ECE 114	Teaching	16	15	94%(Mean=90%)
ECE 115	Practicum	16	15	94%(Mean=85%)
ECE 265	Paper	4	4	100%(Mean=90%)

Course Project 2010-2011				
Course	Project	# of Students Attempting	# Passing	% Passing
ECE 104	Paper	15	13	87% (Mean 73%)
ECE 106	Interview	12	9	75% (Mean 69%)
ECE 113	Paper	12	9	75% (Mean 63%)
ECE 265	Paper	15	13	87% (Mean 78%)
Course Project 2011-2012				
Course	Project	# of Students Attempting	# Passing	% Passing
ECE 104	Paper	19	14	74% (Mean 66%)
ECE 107	Assessment	8	7	88% (Mean 84%)
ECE 109	Teaching	11	9	82% (Mean 80%)
ECE 111	Teaching	13	12	92% (Mean 91%)
ECE 112	Practicum	13	12	92% (Mean 91%)
ECE 114	Teaching	12	8	67% (Mean 64%)
ECE 115	Practicum	12	7	58% (Mean 56%)

Measurement Tool:
Program Objectives:
Goal:

Written Tests Over Course Content
1,2,3
70% Pass Rate

Written Tests 2009-2010			
Course	# of Students Attempting	# Passing	% Passing
ECE 103	10	10	100% (Mean=91%)
ECE 104	15	12	80%(Mean=67%)
ECE 106	3	3	100%(Mean=93%)
ECE 107	17	15	88%(Mean=77%)
ECE 109	13	12	92% (Mean=86%)
ECE 111	13	13	100%(Mean=86%)
ECE 112	13	12	92%(Mean=87%)
ECE 113	2	2	100%(Mean=91%)
ECE 114	16	15	94%(Mean=90%)
ECE 115	16	15	94%(Mean=85%)
ECE 265	4	4	100%(Mean=90%)

Written Tests 2010-2011			
Course	# of Students Attempting	# Passing	% Passing
ECE 104	15	13	87% (Mean 64%)
ECE 106	12	10	75% (Mean 73%)
ECE 113	12	9	75% (Mean 65%)
ECE 265	15	13	87% (Mean 87%)
Written Tests 2011-2012			
Course	# of Students Attempting	# Passing	% Passing
ECE 104	19	14	68% (Mean 56%)
ECE 107	8	7	88% (Mean 76%)
ECE 109	11	9	82% (Mean 79%)
ECE 111	13	12	92% (Mean 83%)
ECE 112	13	12	92% (Mean 88%)
ECE 114	12	8	67% (Mean 56%)
ECE 115	12	7	67% (Mean 52%)

Measurement Tool: Pre/Post Tests
Program Objectives: 1,2
Goal: 50% Improvement

Pre-Test/Post Test Results 2010-2011			
Course	Pre-Test	Post-Test	Percent Improvement
ECE 104	40%	61%	53%
ECE 106	45%	77%	71%
ECE 113	38%	65%	71%
ECE 265	51%	67%	31%
Pre-Test/Post Test Results 2011-2012			
Course	Pre-Test	Post-Test	Percent Improvement
ECE 104	40%	61%	53%
ECE 107	38%	58%	53%
ECE 109	42%	64%	52%
ECE 111	48%	85%	77%
ECE 112	52%	77%	48%
ECE 114	47%	66%	40%
ECE 115	55%	82%	49%

General Education Competencies Assessment Plan

General education competencies are measured with multiple tools. The following **Curriculum Map** outlines those measurement tools and courses in which the general education competencies are presented and/or measured:

General Education Competencies	Measurement Tools	Courses In Which General Education Competencies Are Presented and/or Measured
<p>Communication</p> <ol style="list-style-type: none"> 1. Writing 2. Oral Presentation 3. Information Technology 	<ul style="list-style-type: none"> • GEA College Rubric • CAAP • CAT • Class Presentations • Writing Across Curriculum Rubric • Critical Thinking Rubric • Oral Presentation Rubric 	<ul style="list-style-type: none"> • ECE 103 • ECE 104 • ECE 106 • ECE 107 • ECE 109 • ECE 111 • ECE 112 • ECE 113 • ECE 114 • ECE 115 • ECE 265 • ENG 102/104 • COM 102
<p>Mathematical and Scientific Reasoning</p> <ol style="list-style-type: none"> 4. Demonstrate mathematical principles. 5. Demonstrate scientific reasoning. 6. Apply scientific methods to the inquiry process. 	<ul style="list-style-type: none"> • GEA College Rubric • CAAP • Laboratory Exercise • Laboratory Report 	<ul style="list-style-type: none"> • MATH 107 • MATH 110 • MATH 261 • Required Science Classes
<p>Critical Thinking</p> <ol style="list-style-type: none"> 7. Read and analyze complex ideas. 8. Locate, evaluate and apply research information. 9. Evaluate and present well-reasoned arguments. 	<ul style="list-style-type: none"> • GEA College Rubric • CAAP • Laboratory Exercise 	<ul style="list-style-type: none"> • ECE 103 • ECE 104 • ECE 106 • ECE 107 • ECE 109 • ECE 111 • ECE 112 • ECE 113 • ECE 114 • ECE 115 • ECE 265 • Required Science Classes

General Education Competencies Results

This section presents the general education competencies results. The Mesalands Community College created rubrics were used as the measurement tool each time the specific competency was evaluated during the program.

Measurement Tool: GEA College Rubric

General Education Objectives: 1, 2, 3

Goal Results: 80% “excellent (4)”, “proficient (3)” or “adequate (2)”

Reporting Period	# of Students Attempting	# Passing	% Passing
2011-2012			
• 1	2	2	100% (mean=2.7)
• 2	2	2	100% (mean=2.6)
• 3	2	2	100% (mean=3.5)
2009-2010			
• 1	1	1	100% (mean=3.0)
• 2	1	1	100% (mean=3.0)
• 3	1	1	100% (mean=3.75)

1. Present ideas in writing.
2. Present ideas orally according to standard usage.
3. Demonstrate application of information technology.

Measurement Tool: GEA College Rubric

General Education Objectives: 4, 5, 6

Goal Results: 80% “excellent (5)”, “proficient (4)” or “acceptable (3)”

Reporting Period	# of Students Attempting	# Passing	% Passing
2011-2012			
• 4	2	2	100% (mean=3.3)
• 5	2	1	50% (mean=2.1)
• 6	2	2	100% (mean=3.5)
2009-2010			
• 4	1	0	0% (mean=1.0)
• 5	1	1	100% (mean=4.75)
• 6	1	1	100% (mean=3.5)

4. Demonstrate mathematical principles.
5. Demonstrate scientific reasoning.
6. Apply scientific methods to the inquiry process.

Measurement Tool: GEA College Rubric
General Education Objectives: 7, 8, 9
Goal Results: 80% “excellent (5)”, “proficient (4)” or “acceptable (3)”

Reporting Period	# of Students Attempting	# Passing	% Passing
2011-2012			
• 7	2	2	100% (mean=3.6)
• 8	N/A	N/A	N/A
• 9	2	2	100% (mean=3.5)
2009-2010			
• 7	1	1	100% (mean=4.5)
• 8	1	1	100% (mean=3.75)
• 9	1	1	100% (mean=3.5)

- 7. Read and analyze complex ideas.
- 8. Locate, evaluate and apply research information.
- 9. Evaluate and present well-reasoned arguments.

Measurement Tool: ACT Collegiate Assessment of Academic Proficiency (CAAP)
General Education Objectives: 1, 4-9
Goal Results: 50%
Legend: n (Mean Score)

Year	Writing	Math	Reading	Critical Thinking	Science
2009-2010	1(39%)		1 (53%)		

Measurement Tool: Writing Across the Curriculum College Rubric
General Education Objective(s): 1
Goal Results: 90% “Excellent (4)”, “Proficient (3)”, or “Adequate (2)”
Legend: ENG 102(No ENG 102)

Year	Excellent (4)	Proficient (3)	Adequate (2)	Inadequate (1)
2009-2010				
1.1.1	16	16(23)	1(5)	
1.1.2				
1.1.3				
1.2.1				
1.2.2	18(6)	12(15)	3(7)	
1.2.3				

Year	Excellent (4)	Proficient (3)	Adequate (2)	Inadequate (1)
1.3.1 1.3.2	6	21(18)	5(8)	1(2)
1.4.1 1.4.2	16(1)	15(13)	2(13)	(1)
2010-2011				
• 1.1.1	6	20 (5)	3 (3)	
• 1.1.2	6	20 (5)	3 (3)	
• 1.1.3	6	20 (5)	3 (3)	
• 1.2.1	7	16 (3)	6 (4)	
• 1.2.2	7	16 (3)	6 (4)	
• 1.2.3	7	16 (3)	6 (4)	
• 1.3.1	5	3 (1)	9 (4)	2 (3)
• 1.3.2	5	3 (1)	9 (4)	2 (3)
• 1.4.1	5	21 (3)	3 (5)	
• 1.4.2	5	21 (3)	3 (5)	
Year	Excellent (4)	Proficient (3)	Adequate (2)	Inadequate (1)
2011-2012				
• 1.1.1	26 (2)	24 (4)	4 (3)	1
• 1.1.2	26 (2)	24 (4)	4 (3)	1
• 1.1.3	26 (2)	24 (4)	4 (3)	1
• 1.2.1	28 (1)	24 (5)	3 (2)	1
• 1.2.2	28 (1)	24 (5)	3 (2)	1
• 1.2.3	28 (1)	24 (5)	3 (2)	1
• 1.3.1	24 (3)	19 (2)	9 (2)	3 (2)
• 1.3.2	24 (3)	19 (2)	9 (2)	3 (2)
• 1.4.1	20 (2)	33 (4)	2 (3)	
• 1.4.2	20 (2)	33 (4)	2 (3)	

Provides a clear, concise thesis statement

1.1.1 Statement is clear and concise

1.1.2 Statement is well-reasoned

1.1.3 Statement leads to plentiful additional discussion

Provides supporting paragraphs which relate to the thesis

1.2.1 Supporting paragraphs are well-reasoned

1.2.2 Supporting paragraphs clearly relate to the thesis

1.2.3 Supporting paragraphs are cohesive and logically developed

Correctly incorporates outside sources

1.3.1 Provides relevant outside sources

1.3.2 Cites outside sources correctly

Uses appropriate grammar, syntax, punctuation, and spelling

1.4.1 Writing is error free in all categories (sentence structure, punctuation, spelling and grammar)

1.4.2 Sentence structure and vocabulary are well-developed and varied

Measurement Tool:
General Education Objective(s):
Goal Results:

Oral Presentation College Rubric
 2
 90% "Excellent(4)"/"Proficient(3)"/
 "Adequate(2)"
 COMM 102(No COMM 102)

Legend:

Year	Excellent (4)	Proficient (3)	Adequate (2)	Inadequate (1)
2010-2011				
• 2.1.1	2	7		
• 2.1.2	2	7		
• 2.1.3	2	7		
• 2.2.1	1	7	1	
• 2.2.2	1	7	1	
• 2.2.3	1	7	1	
• 2.3.1	5	3	1	
• 2.3.2	5	3	1	
• 2.3.3	5	3	1	
• 2.4.1	7	2		
• 2.4.2	7	2		
• 2.4.3	7	2		
• 2.5.1	1		8	
• 2.5.2	1		8	
• 2.5.3	1		8	
Year	Excellent (4)	Proficient (3)	Adequate (2)	Inadequate (1)
2011-2012				
• 2.1.1	1	21	2	
• 2.1.2	1	21	2	
• 2.1.3	1	21	2	
• 2.2.1	9	14	1	
• 2.2.2	9	14	1	
• 2.2.3	9	14	1	
• 2.3.1	4	14	6	
• 2.3.2	4	14	6	
• 2.3.3	4	14	6	
• 2.4.1	7	17		
• 2.4.2	7	17		
• 2.4.3	7	17		
• 2.5.1	12	5	3	4
• 2.5.2	12	5	3	4
• 2.5.3	12	5	3	4

Provides a well-organized speech with appropriate introduction and conclusion
 2.1.1 Very well-organized

2.1.2 Attention grabbing introduction
2.1.3 Convincing conclusion
Provides main points that are well-documented, compelling, supported with facts, developed clearly and concisely, and focused on the topic
2.2.1 All main points are well-documented and supported by numerous, compelling facts
2.2.1 Clearly and concisely presented
2.2.3 Remains focused on topic throughout entire presentation
Uses appropriate gestures, movements and eye contact
2.3.1 Excellent gestures and eye contact
2.3.2 Conversational presentation
2.3.3 Utilize note cards appropriately
Speaks clearly and understandably using standard, edited English with correct mechanics (pronunciation, sentence structure and grammar) relative to audience
2.4.1 Excellent mechanics throughout
2.4.2 Very appropriate presentation relative to audience
2.4.3 Tone is respectful and civil
Provides appropriate handouts and/or visual aids
2.5.1 Provides entire audience with useful, presentation quality handouts
2.5.2 Handouts/audiovisual aids contain appropriate amount of information
2.5.3 Grammatically correct material

PDSA CYCLE RESULTS (2009-2010)

ANALYSIS

Problem Area

Students need to continue to work on writing and communication skills. We work on those in class projects, but the GEA and CAAP scores show that more practice or supervision is needed in these areas. I will continue to have all of my classes write more and present orally more. This will also enhance the College's Writing Across the Curriculum emphasis.

I want to make sure that my Early Childhood students exit my program with skills that will not only enable them to be employed now, but that they will also be prepared to continue on with their higher education goals.

Goal

Every program student will research an early childhood topic, according to the class that they are enrolled in, and will present both an oral and written report using criteria outlined in our GEA Rubric. These will be evaluated by the Rubric and given back to the student for personal assessment.

Action

Give each student the assignment. Set up a conference after completion with each student to discuss areas in need of improvement.

Results

I did have the students research an early childhood topic and present a written report. But, due to time constraints, I only did the oral presentation in one class. I also didn't have individual conferences with each student due to time restraints also.

PDSA CYCLE RESULTS (2010-2011)

ANALYSIS

Problem Area

Students need more work on communication, both in writing and oral presentations. GEA and CAAP scores show that students need more help in these communication areas. After analyzing the results of my classes this year, I have also determined that my students need more direction in studying for tests and getting work turned in on time. This reflects not only on their success in college, but also reflects on their employment skills.

Goal

I want to make sure that my Early Childhood Education students exit my program with skills that will not only enable them to be employed now, but will also prepare them to be successful in their pursuit of higher education. I want them to be able to continue with their bachelor's program and also be successful in taking state standardized exams.

I will continue with my goal that every program student will research an early childhood topic and will present both an oral and written report using criteria outlined in our GEA Rubrics. I will also add in the element of Critical Thinking using the Critical Thinking Rubric also.

In order to make this a learning experience, I will plan to give feedback on these presentations.

Action

Present the Rubrics to each student. Discuss how they will be evaluated. Give the assignment to each student. Set up a conference after completion with each student to discuss areas in need of improvement. I will also give more clear expectations of when assignments are due, and go over consequences of not meeting those deadlines.

Results

The oral and written rubrics were given to the students in the classes where they were evaluated. The scores on the rubrics improved. I still didn't have a chance to talk to the students about their scores because of the end of the semester. I set this as a new goal for next year. I worked on each syllabus and tried to clarify the grading criteria, so students would know exactly how grades would be calculated. I still need to stress the importance of reading and understanding this information.

PDSA CYCLE GOALS (2011-2012)

ANALYSIS

Problem Area

Students continue to need more work on communication, both in writing and oral presentations. This is indicated by GEA and CAAP scores. I also realized that students are not reading and interpreting their syllabus that explains what work is due, when it is due, and how their grades are calculated. I need to work on clarification of this for the next cycle of classes. I also realized that because of the number of classes that are required in Early Childhood and the time frame to fit them all in, some of the first semester students had to take classes they didn't have the background for.

Goal

Many Early Childhood students come into the program already employed in the field. I need to continue to work with them to have them further advance their education and be ready to advance to the next level of education. I would like to see many of the students continue to work on their bachelor's degree. Work is being done to collaborate with other colleges to help students fulfill this need.

I will continue with my goal that every program student will research topics in early childhood and present information both orally and written. Our GEA rubrics outline the criteria for these. I would like to add in the element of critical thinking using the Critical Thinking Rubric also. In order to make this a learning experience, I will plan to give feedback on these presentations. I need to set the due date earlier in the semester, so there is time to give feedback.

Action

Devote more time to the syllabus in the beginning of the semester. Let students know how attendance and participation calculate into their final grade. Go over point system that I use for each class and make sure students understand what

is required of them. Present the grading rubrics to each student and let them know how they are going to be evaluated. I did that this year, and oral presentation scores improved. Make time to discuss results with each student, but having due date earlier in the semester. Continue to have students write and present.

Results

To be presented and analyzed in 2012-2013 report.

APPENDIX B
MCC FACULTY OUTCOMES
NARRATIVE ASSESSMENT FORM

Submit by Email

Print Form



**Mesalands Community College
Faculty Outcomes Assessment
Narrative Reporting Form**

Course Information

Instructor Name (Last, First): _____ Semester: _____ Year: _____ Date:

Dept: _____ Number: _____ Section: _____ Credits: _____ Course Title: _____

Course Feedback

Please comment on any strategies you used in the course that improved student learning.

Please comment on anything that was not successful in meeting your learning objectives.

A large, empty rectangular box with a black border, intended for students to provide feedback on aspects of the course that did not meet their learning objectives.

What changes to this course would you recommend for yourself or for another instructor to improve student learning the next time this course is offered?

A large, empty rectangular box with a black border, intended for students to provide recommendations for course changes to improve learning in future offerings.

APPENDIX C

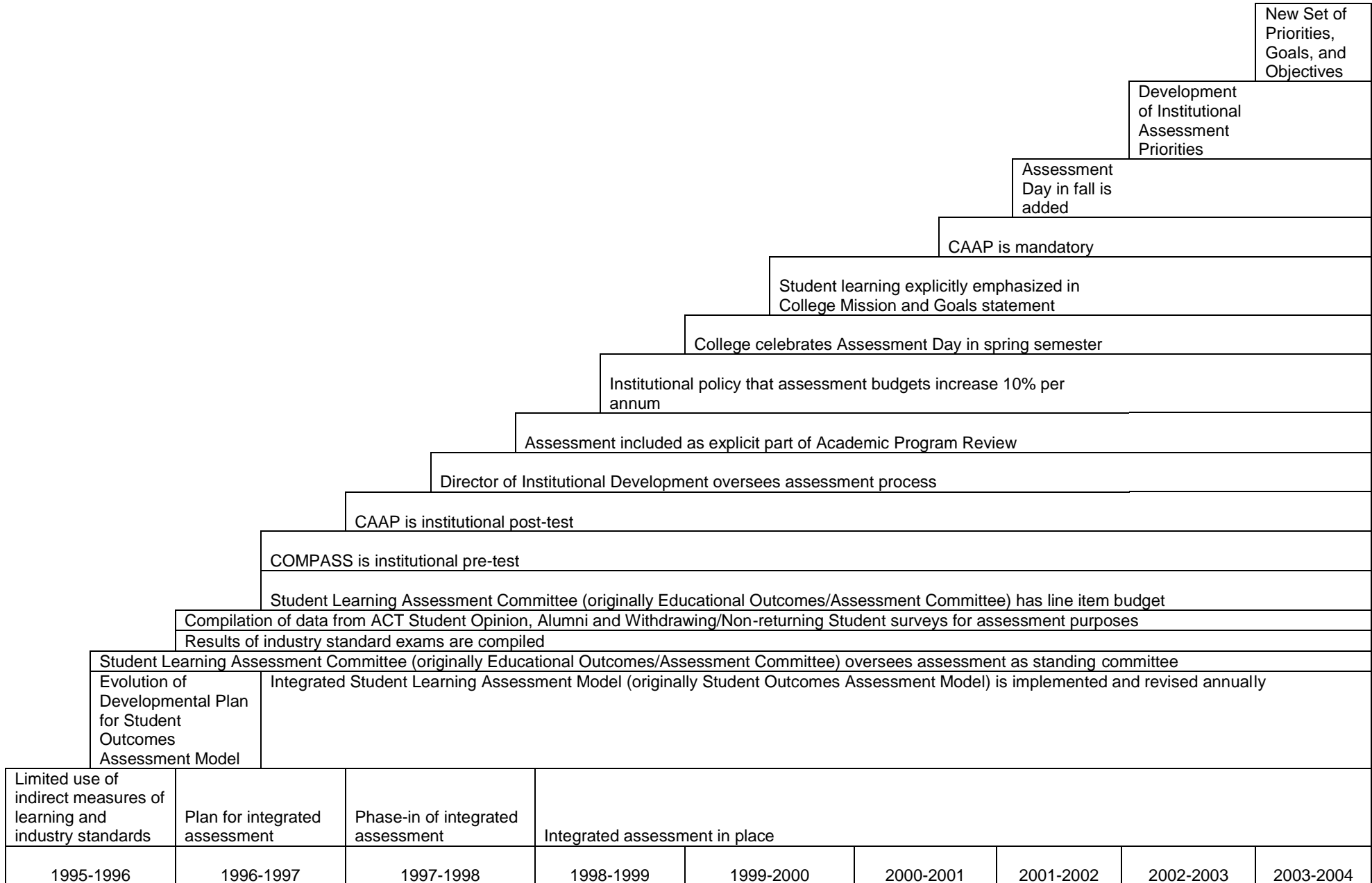
**STUDENT LEARNING ASSESSMENT PROGRAM
REPORT EVALUATION RUBRIC**

**Student Learning Assessment Program Report Evaluation Rubric
Mesalands Community College**

Evaluation Criteria	1	2	3	4
Measures Program Objectives	No program objectives measured.	Some program objectives measured. (<50%)	Most program objectives measured. (<100%)	All program objectives measured.
Uses Multiple Measures: Program Objectives	No measures.	One measure.	Two measures.	Three (triangulation) or more measures.
Measures General Education Competencies	Not measured.			Measured.
Uses Multiple Measures - General Education Competencies	No measures.	One measure.	Two measures.	Three (triangulation) or more measures.
Uses Both Internal and External Sources	No data.		Uses either internal data or external data.	Uses both internal data and external data.
Has Complete Data Summary	No data summary.	Minimal summary explaining little data.	Partial summary explaining some data.	Full data summary explaining who, what, where, when, how, why and to what extent.
Changes to Curriculum Based on Data (Closes the Loop)	No changes made.	Changes made without data/changes based on anecdotal data.	Changes made based on empirical data.	Changes made based on empirical data with follow-up plans to measure effectiveness.

APPENDIX D
HISTORY OF ASSESSMENT

EVOLUTION OF *INSTITUTIONAL LEVEL ASSESSMENT* AT MESALANDS COMMUNITY COLLEGE 1995-2004



EVOLUTION OF CLASSROOM LEVEL ASSESSMENT AT MESALANDS COMMUNITY COLLEGE 1995-2004

			Centralization of course assessments for faculty access					
			New form to report changes in learning					
			Feedback from previous offerings is reported					
			Adjunct and new faculty have assessment mentor					
			Course objective assessment reported					
			Internships assessed by employer's evaluation and pre/post test					
			Distance learning assessed by pre/post test and three journal reports					
			Pre-collegiate classes use TABE for pre/post test					
			Adjunct faculty carry out classroom assessment at same level as full-time faculty					
		Full-time faculty use one pre/post test	Full-time faculty use two pre/post tests	Full-time faculty use pre/post tests in every course				
		Full-time faculty test CATs	Full-time faculty utilize three CATs in each course	Full-time faculty utilize one CAT per credit up to three				
			Measurable course objectives in every College syllabus					
Limited use of informal CATs	Plans for integrated assessment in classroom	Phase-in of integrated assessment in all courses	Integrated assessment in every course					
1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004

